DOCUMENT RESUME

ED 337 128 IR 015 114

AUTHOR	Dalbotten, Mary; Wallin, Joan
TITLE	Classroom Instructional Design: Tools for Teacher/Media Specialist Interaction.
INSTITUTION	Minnesota State Dept. of Education, St. Paul.
PUB DATE	90
NOTE	54p.
AVAILABLE FROM	Minnesota Curriculum Services Center, Capitol View, 70 Co. Rd. B-2 W, Little Canada, MN 55117.
PUB TYPE	Guides - Non-Classroom Use (055) -- Tests/Evaluation Instruments (160)
EDRS PRICE	MF01/PC03 Plus Postage.
DESCRIPTORS	Check Lists; *Cooperative Planning; Elementary Secondary Education; Guidelines; *Instructional Design; Learning Resources Centers; Library Role; Library Services; *Media Specialists; School Libraries
IDENTIFIERS	*Librarian Teacher Cooperation; Resource Based Learning; Teacher Librarians

ABSTRACT

"Information Power," the national guidelines for school library media programs, specify three roles for today's school library media specialist, i.e., information specialist, teacher, and instructional consultant. As school library media specialists plan with teachers, they are performing the instructional consultant role. The Media and Technology Unit of the Minnesota Department of Education believes that the instructional design consultant role is vital in giving school library media programs meaning and direction, and that it is the pivotal role upon which the other two are based. Classroom goals should be the focus of the library media specialist's teaching and library media services. As an information specialist planning resource-based teaching units with teachers, the library media specialist is purchasing resources that tie directly into unit outcomes, and the media specialist may team-teach part of the unit, thus performing the teacher role. This guide provides suggestions, helpful hints, useful strategies, checklists, and forms for use by the library media specialist in the role of instructional consultant. Three chapters cover: (1) Beginning Strategies for Working with Teachers (getting started, finding time, working through others); (2) Planning for Resource-Based Teaching (instructional planning guide, resource assessment); and (3) Refining Your Role in the Instructional Process (self-assessment and action plan). A 27-item annotated bibliography is provided and an article, "The Role of the School Librarian as a Professional Teacher: A Position Paper" (Ken Haycock) is appended. (DB)

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CLASSROOM INSTRUCTIONAL DESIGN

TOOLS FOR TEACHER/MEDIA SPECIALIST INTERACTION

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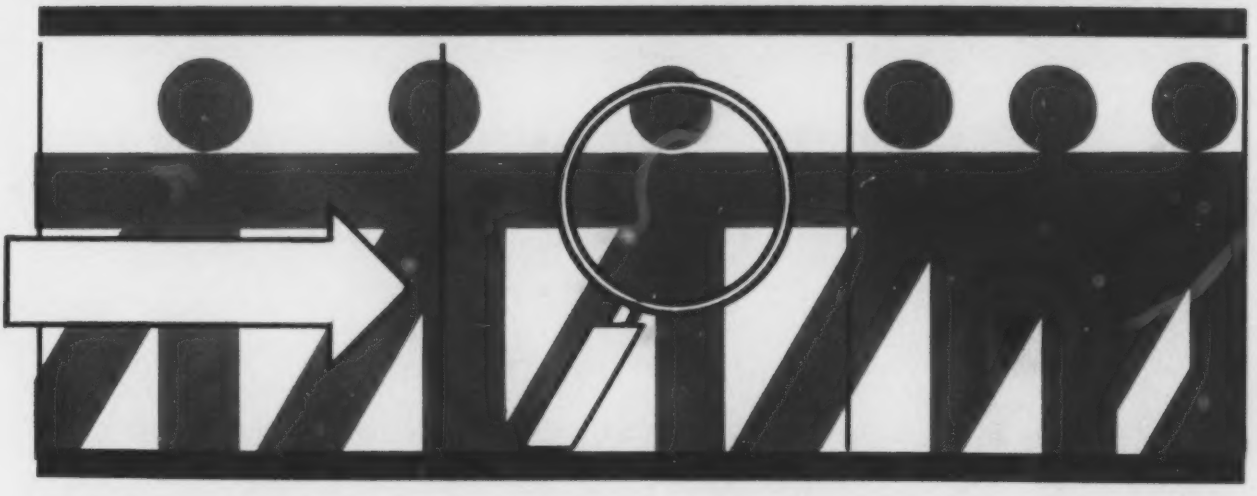

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CLASSROOM INSTRUCTIONAL DESIGN

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12/12/90

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ACKNOWLEDGEMENTS

This publication was developed by the following Minnesota educators. Their contributions are greatly appreciated.

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Introduction

The Minnesota Department of Education recently published *Classroom Instructional Design: Options for Teacher/Student Interaction*. This publication describes three models of teaching: the Directive Model, the Investigative Model, and the Interactive Model. In the section titled "Support Structures," it states "Media and other specialists provide input on the planning process as well as support and resources to classroom teachers and students." This collection of tools and resources is intended to help school library media specialists who are eager to participate in classroom instructional design. Instructional design is simply planning what is to be learned and how it is to be learned.

Information Power, the national guidelines for school library media programs, delineates three roles for today's school library media specialist. The first is that of information specialist, providing access to resources; this role is a technologically expanded version of the traditional school librarian. In the second role, library media specialists are teachers, being perhaps the most qualified to teach skills and attitudes for the resourceful use of information. Third, library media specialists perform as instructional consultants to their school district and its individual educators by providing expertise in effective curriculum and lesson design. As school library media specialists plan with teachers, they are performing the instructional consultant role as described in *Information Power*.

While all three roles are important, it is easy for library media specialists not to go beyond organizing and providing resources. The Media and Technology Unit of the Minnesota Department of Education believes that the instructional consultant role is vital in that it gives the entire library media program meaning and direction. It is the pivotal role upon which the information specialist and teacher roles are based. Classroom goals should be the focus of the library media specialist's teaching and the library media resources. As the library media specialist plans resource-based teaching units with teachers, the instructional process is enhanced by the use of a variety of resources. As an information specialist, the library media specialist is purchasing resources that tie directly into unit outcomes. When appropriate, the library media specialist may team–teach part of the unit, thus performing in the teacher role.

Many national leaders in the library media field have promoted and described the role of the instructional consultant. Articles and books written by Loertscher, Haycock, Turner, Eisenberg, and others are listed in the bibliography.

The forms included here are suggestions only. They are intended to be a catalyst for your own thinking about how to participate in the instructional process. The forms have been piloted in several Minnesota districts. Each library media specialist revised the forms in order to meet his or her unique needs. You are encouraged to adopt and adapt them to meet your needs as you work in the instructional consultant role with teachers.

Chapter 1

Beginning Strategies For Working With Teachers

INTRODUCTION

Instructional design is nothing more than planning what is to be learned and how it is to be learned. This chapter is intended as a guide for putting instructional design theory into practice. Most of this is not new; it is included here to emphasize that much of what you have always done is instructional design and can be looked at in a new way. If working with teachers in the planning of instruction has not been a regular part of your job, the following practical strategies and checklist will help you begin. These ideas are only meant as guidelines; you may have other ideas that will work best in your situation.

GETTING STARTED

This list offers helpful hints and useful strategies for working with teachers as an instructional consultant.

FINDING TIME

Use this checklist to help you make decisions about which tasks are important and which could be eliminated or reassigned to others.

WORKING THROUGH OTHERS

These models illustrate ways to broaden your impact.

Getting Started

This list offers helpful hints and useful strategies for working with teachers as an instructional consultant. Instructional design is not only theory; it is action. It is application of theory based on practical experience and what you know. Much of what you already do could be considered instructional design.

Relax! You Know How To Work With Teachers

- Be confident of what you know, who you are.
- Don't make a big deal out of being on a team. Do it and work with teachers in a non–threatening manner.
- Sell it to the administration as something you do that helps teachers.
- Be flexible.
- Empowering other people empowers you and strengthens the library media program.
- Be a risk taker.
- Don't be afraid to "fly by the seat of your pants." Remember that you only need to be a half–step ahead.

Know Your Staff

- Be sensitive to individual and professional needs (e.g., don't give teachers new ideas when they are doing end–of–quarter grades).
- Know whom to talk to; identify those persons in need (e.g., new teachers or teachers changing content areas or grade levels).
- Identify key people. Who will listen? Read? Who has influence on others? The key person might not be the department chair. Who will follow through? Who is respected by their peers?
- Remember you can't reach everyone. If you are successful with one or two people you are successful!

Practical Strategies

- Serve on curriculum committees. Be involved on committees that might outwardly appear to have little to do with media.
- Take an active role in staff development and find others who will share expertise, i.e., fellow teachers, Minnesota Department of Education, Minnesota Educational Media Organization, media specialists from other places, universities, etc.
- Conduct regularly scheduled grade level or curricula area meetings to share materials, techniques, and ideas.
- Have individuals sign up for a more in–depth hands–on session after a short demonstration.
- Give a new focus to your media center newsletter or in–school video: highlight activities in classrooms which the media specialist planned with teachers.
- Be on the agenda of staff meetings; even five minutes is valuable.
- Route tables of contents from professional journals and self–help magazines. Copy articles requested.
- Place articles with routing slips in teacher's mailboxes or on their desks.
- Change jobs with another library media specialist from "somewhere else" for a day or a week.
- Help teachers with personal things, within reason, such as graduate paper research. They will learn things they can use with students.
- Never tell a teacher you are too busy—set a time in the future to meet.
- Talk like a teacher, rather than like an administrator. Remember that you are part of the teaching team.
- Share existing curriculum materials with a teacher and have him/her help with selection of new resources.
- Work with teachers and focus on specific courses and units when you allocate your budget.
- Attend workshops and conferences to bring back "new" ideas.

- Remember that new ideas have a very short half–life.
- Work on lesson plans with those who would like to team with you.
- Request a list of units for the year from each teacher and note where you might provide resources.
- Monitor individual's progress on a project.
- Ask the Minnesota Department of Education's Media and Technology Unit staff to help you solve your problems.
- Be sure you are getting your mail from the Minnesota Department of Education.
- Share your teaching materials.
- Make things convenient for teachers.
- Continually ask for teacher input on the library media program, collection, etc.
- Thank teachers who have contributed to strengthening the media program.
- Make creative use of volunteers, aides, students–have them do fun things so they can learn new skills and teach others, such as videotaping, helping in the computer lab, reading stories to children.
- Give aides and volunteers ownership and shared responsibility of tasks.

Add your own:

_____

_____

_____

_____

_____

Finding Time

As you work with teachers planning instruction, you need to have your basic operation well in hand. To increase the time available for meeting with teachers, you will most likely have to give up other tasks or change the way that they are done. The first half of the checklist helps you decide whether the task should be done at all. The second half helps you look at alternative strategies for accomplishing it. Complete a separate form for each task you want to analyze.

TASK _____

Checklist I

Answer yes or no for each of the following questions.

1. ____ Does the task really make a difference to the learner? (If not, does it need to be done by anyone?)

2. ____ Has the curriculum changed so that the task has become obsolete?

3. ____ Is this task more of a time–consumer than a time saver?

4. ____ If this is a time–consuming task, will the end product be worth the time spent?

5. ____ Is the task just a fad that won't have lasting value?

6. ____ Is it a routine task that can be done by someone else (clerical work)?

7. ____ Is it a task that can be automated?

Scoring:
- Score 15 points for a no answer on question 1. ____
- Score 10 points for a yes answer for question 2. ____
- Score 5 points for each yes answer on questions 3,5,6, & 7. ____
- Score 5 points for a no answer on question 4. ____

Total score: ____

If the score is 20 points or more, serious consideration should be given to eliminating or reassigning the task.

Checklist II

If you've now decided this task needs to be done, here are some alternative strategies for accomplishing it. Check those you think may be feasible.

____ Can I spread the workload by sharing responsibility with other teachers, students, and volunteers?

____ Can I learn this task myself and then teach and pass it on to someone else?

____ Can I teach someone else how to do this in a reasonable amount of time?

____ If this is a routine task, does it have adequate documentation so others can easily perform it?

Working Through Others

These models illustrate ways to broaden your impact. Working with and encouraging one teacher can have far–reaching effects.

Model I

In the first model, you train a teacher who then takes over and teaches the skill to his or her classes in the future. In this model, you teach a segment of one teacher's course with the teacher present. The next time (next month, next year), the teacher teaches the segment with you present. Finally, the teacher teaches on his or her own with you available for help if needed. Encouraging and complimenting are included in the process of teaching or training the teacher. An added bonus is the teacher coming back to teach the media specialist new skills that the teacher has learned.

Media Specialist-------->One Teacher-------->Learners------- >

Model II

A second model involves reaching teachers through one teacher. Meet with one member of a grade level or department and let them take it to back to their team.

Media Specialist----> One Teacher----> Other Teachers------ >

Model III

A third model involves reaching teachers through learners. The library media specialist teaches one learner how to operate a piece of equipment and the learner helps the teacher use the equipment.

Media Specialist-------->One Learner-------->Teacher-------- >

Model IV

A fourth model involves reaching many learners through one learner. The library media specialist gives a learner an exciting book and the learner tells others about it.

Media Specialist----> One Learner----> Other Learners------>

You may wish to think of other ways to broaden your impact.

Chapter 2

Planning For Resource-Based Teaching

INTRODUCTION

This chapter contains a guide for planning instruction with teachers and a second guide for assessing the resources available for the instructional unit. Use them to help focus your discussion with the teacher. You may not need these forms for every unit or with every teacher. It may be especially useful with new teachers or for your first planning session with a teacher.

INSTRUCTIONAL PLANNING GUIDE

This form will save time and help the team focus on the major decisions that need to be made when cooperatively developing resource–based instructional units. Use this form as a worksheet when designing instruction with the classroom teacher. Save these forms in a notebook to use next year.

RESOURCE ASSESSMENT

This form is meant to be used by library media specialists as a tool to help them plan and prepare for their role as a team member in the instructional design process. The form is a quick overview of media resources. It will be used to assess the different areas of your media center collection for resources appropriate to the instructional unit. Modify this form to meet your specific curriculum needs. This form may also be used in cooperation with the classroom teacher to evaluate the media center resources.

Instructional Planning Guide K–12

The media specialist and the classroom teacher working together to form an instructional team should complete this planning guide.

Teacher: _____ Subject: _____ Grade: _____

Topic/unit: _____

Time allotment: _____ Dates taught: _____

A: What

What do you want your students to know and/or do? (objectives, learner outcomes):

1) unit outcomes:

2) integrated outcomes (e.g., media and information technology, environmental, international perspectives, family life and parenting, career and readiness, youth services, multi-cultural/gender fair, thinking):

B: How

What learning activities and/or grouping strategies will accomplish this?

C: Instructional Plan

Person	Activity
classroom teacher	
media specialist	
student	

Alternative strategies, including correctives and enrichments:

D: Resources

Resources (facilities, materials, equipment, human):

E: Evaluation Techniques

1) of the student:

2) of the process:

3) of the resources:

Resource Assessment

This form will be used to assess your media center collection for resources appropriate to the instructional unit. Modify this form to meet your specific curriculum needs.

Materials should be reliable and accurate, e.g., check copyright date.

Do not list specific titles unless you have a program or resource that is especially significant for this project.

Date _____ Grade _____ Teacher _____

Subject/Course _____ Unit _____

No. of students _____

Resources

S = Strong A = Adequate N = Needs Improvement
NA = Not Applicable

Enter topics appropriate to the unit of study. Place an S, A, N, or NA (as indicated above) on the blank preceding the resource or topic.

For example:

A OJIBWAY
N DAKOTA

Nonfiction Topics (print and nonprint)

_____ _____
_____ _____
_____ _____
_____ _____
_____ _____

Fiction

____ Print

____ Nonprint

Reference materials

____ Books

____ Electronic encyclopedia (list _____)

____ Pamphlet file (print and/or electronic)

Audiovisual

____ Film

____ Video

____ Audio

____ Other (list _____)

____ Transparencies

____ Slides

____ Charts, graphs, etc.

Computer courseware

____ Drill and practice and tutorial

____ Simulations

____ Word processing

____ Spreadsheets

____ Databases

____ Graphics

Production/Presentation

____ Computer desktop publishing

____ Computer desktop presentation

____ Video

____ Audio

____ Transparencies

____ Slides

____ Charts, graphs, etc.

____ Other (list _____)

____ **Hypermedia**

____ **Online databases** (list _____)

____ **Electronic mail service** (list _____)

____ **Professional collection** (print and nonprint)

____ **Human resources**

____ **Community resources** (e.g., field trip)

____ **Other** (list _____)

Use the space below to make any explanations you may have for the responses above, i.e., a strong folktale collection, or the geography area is weak, etc.

Comments

Describe any special resources that you have in your media center and/or any specific needs not covered in the above list. Include consideration of various levels of difficulty for enrichment and special learning students.

Tools

Does the media center have the equipment necessary to use these resources to their fullest capabilities? Use the H, N, or NA to label the equipment needs for this unit.

H = Have N = Need NA = Not Applicable

____ Computer/modem/telephone system
____ CD ROM system
____ CD audio player
____ Interactive videodisc player
____ Computers for student use (how many? ___)
____ Computer printers for student use (how many? ___)
____ Computers for teacher use (how many? ___)
____ Computer printers for teacher use (how many? ___)
____ VCR/TVs
____ 16mm projector
____ Overhead projector
____ Video camera/camcorder
____ Filmstrip projector
____ Slide projector
____ Cassette tape recorder
____ Phonograph
____ Other (list _____)

Other AV equipment: Please list those types of equipment of which you will not have an adequate supply to meet instructional needs.

What training is required to use the necessary equipment?

Are there new resources and technology available beyond the school that would enhance this unit? If so, please list.

Chapter 3

Refining Your Role In The Instructional Process

INTRODUCTION

This chapter contains an instrument for assessing your instructional design skills and involvement in instruction as well as an action plan to help you set goals and achieve them.

LIBRARY MEDIA SPECIALIST'S SELF–ASSESSMENT OF THEIR ROLE ON THE INSTRUCTIONAL DESIGN TEAM

This instrument is intended to help you define your role as a partner in the instructional process in your school. It is not meant to be used by anyone else as an evaluation of your job performance. However, you may wish to share the results of this self-assessment with your building administrator as a part of your planning process.

Section I and Section II are designed for use at the beginning of each school year. Each section includes your action plan which is intended to increase knowledge and involvement. Section III, completed at the end of the year to assess progress, can be used as a tool for long–range planning.

ACTION PLAN

It is intended that you will use this form to develop action plans for improvement in two or three of the lowest ranking items from Sections I and II of the Self-Assessment Form.

Library Media Specialists' Self-Assessment Of Their Role On The Instructional Design Team

This is a self–assessment instrument. First evaluate your knowledge of each item; then estimate the degree to which you have been involved in each activity.

SECTION I:

Section I includes those items generally found in your overall role as a member of your school's instructional design team.

	What I Know About...					What I Do About...				
	Very Little				Very Much	Very Little				Very Much
1. Contributing to long–range goals of the district	1	2	3	4	5	1	2	3	4	5
2. Planning with decision makers	1	2	3	4	5	1	2	3	4	5
3. Helping to implement district goals through the library media program	1	2	3	4	5	1	2	3	4	5
4. Participating on curriculum committees	1	2	3	4	5	1	2	3	4	5
5. Integrating information skills curriculum	1	2	3	4	5	1	2	3	4	5
6. Facilitating cross–discipline integration (e.g., language arts with social studies)	1	2	3	4	5	1	2	3	4	5
7. Promoting resource–based teaching	1	2	3	4	5	1	2	3	4	5

	What I Know About...					What I Do About...				
	Very Little				Very Much	Very Little				Very Much
8. Assessing needs	1	2	3	4	5	1	2	3	4	5
9. Providing workshops and inservice	1	2	3	4	5	1	2	3	4	5
10. Maintaining and upgrading knowledge and skills base:	1	2	3	4	5	1	2	3	4	5
a) teaching and learning styles	1	2	3	4	5	1	2	3	4	5
b) thinking skills	1	2	3	4	5	1	2	3	4	5
c) research (strategies and findings)	1	2	3	4	5	1	2	3	4	5
d) instructional strategies	1	2	3	4	5	1	2	3	4	5
e) technology tools	1	2	3	4	5	1	2	3	4	5
f) global education	1	2	3	4	5	1	2	3	4	5
g) a variety of resources (gender–fair, multicultural)	1	2	3	4	5	1	2	3	4	5
h) curriculum changes	1	2	3	4	5	1	2	3	4	5

Section I includes those items generally found in your overall role as a member of your school's instructional design team. From those items you rated lowest on the scale, select 2 or 3 and develop an action plan for improvement in these areas. You may use the Action Plan form in this chapter.

SECTION II

Section II addresses your involvement in the instructional design process.

	What I Know About...					What I Do About...				
	Very Little				Very Much	Very Little				Very Much
11. Planning instruction with classroom teachers (Instructional Design process)	1	2	3	4	5	1	2	3	4	5
a) learner outcomes	1	2	3	4	5	1	2	3	4	5
b) task analysis	1	2	3	4	5	1	2	3	4	5
c) instructional strategies	1	2	3	4	5	1	2	3	4	5
d) selection of resources	1	2	3	4	5	1	2	3	4	5
e) evaluation (formative and summative)	1	2	3	4	5	1	2	3	4	5
12. Time management	1	2	3	4	5	1	2	3	4	5
13. Producing instructional materials	1	2	3	4	5	1	2	3	4	5
14. Selecting commercial resources appropriate to the specific instructional need	1	2	3	4	5	1	2	3	4	5
15. Library media specialist in a co–teaching role	1	2	3	4	5	1	2	3	4	5

Section II addressed your involvement in the instructional design process. From those items you rated lowest on the scale, select 2 or 3 and develop an action plan for improvement in these areas. You may use the Action Plan form in this chapter.

SECTION III

This section is meant to reflect the impact your involvement in the instructional process has had. Therefore, it would be beneficial to complete this section some time after your action plans have been implemented.

	Very Little/Seldom				Very Much/Often
16. Teachers are aware of the instructional design process.	1	2	3	4	5
17. There is evidence of an emerging common vocabulary for instructional improvement.	1	2	3	4	5
18. Teachers actively seek library media specialist assistance in instructional design.	1	2	3	4	5
19. School has resources and tools necessary to meet learner outcomes.	1	2	3	4	5
20. Teachers have increased use of new technologies and resources.	1	2	3	4	5
21. Students have increased use of new technologies and resources.	1	2	3	4	5
22. Library media specialist attends department meetings whenever curriculum is discussed.	1	2	3	4	5
23. Library media specialist has increased time spent in instructional design teamwork.	1	2	3	4	5
24. There is evidence of an increased variety of instructional strategies in use throughout the school.	1	2	3	4	5
25. Students demonstrate a broader range of thinking skills in the learning process.	1	2	3	4	5

Section III assesses the effectiveness of your overall role as a member of an instructional design team and your involvement in the instructional design process. From those items you rated lowest on the scale, choose at least one and develop an action plan for improvement in this area. This action plan should become a part of your long-range plan for program improvement.

Action Plan
Fault-Free Planning

Use this form to develop action plans for improvement in the two or three lowest ranking items from Sections I, II, and III of the Self-Assessment Form. Use one form for each item that you want to improve.

1. Compare: A) What is? to B) What should be?

2. Identify the problem (need).
   What is the difference between A and B?

3. State a goal/objective to move from A toward B.

4. Analyze the problem:
   What are the current "failure factors"?
   What barriers/constraints block the path between A and B?
   (Consider: Human/physical resources, etc.)

5. After listing all potential failure factors, analyze each:
   A) Determine major problem areas
   B) Identify current strengths

6. Propose solutions/changes necessary to remove–avoid–run through barriers that stand between A and B.
   (Be creative: The sky's the limit!)

7. Choose the best alternative solution strategies to accomplish the goal/objective
   (Come back to earth: what is realistic?)
   Set priorities for implementing changes: – most important; easiest to accomplish

8. Develop a plan of action with specific, step–by–step activities:
   What will be done? How? Who will do it? When?

9. Implement the plan
   - Communicate to all affected
   - Monitor action/revise as needed

10. Evaluate/Report the results

RETURN TO STEP # 1

This worksheet has been reproduced by permission of R. Kent Wood, "Success Is Easy When You Know How to Fail," *Audiovisual Instruction.*

Bibliography

for the Instructional Consultant Role of the School Library Media Specialist

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The instructional consultant role is discussed on pages 34-39 of the national guidelines for school library media programs.

Cleaver, Betty P., and William D. Taylor. ***The Instructional Consultant Role of the School Library Media Specialist.*** Chicago: American Library Association, 1989.

A complete revision of an earlier out–of–print work in the *Trends and Issues Series* titled "Involving the School Library Media Specialist in Curriculum Development." Two thrusts of this monograph are to expand the understanding of the instructional consultant role of the library media specialist and to give some practical suggestions on performing the role.

McDonald, Frances Beck, comp. ***The Emerging School Library Media Program: Readings.*** Littleton, CO: Libraries Unlimited, 1988.

This collection of recent articles interprets the evolving concept of the school library media center program and what its role should be in the teaching and learning processes. The authors represent the foremost thinkers and doers in the field.

Eisenberg, Michael B., and Robert E. Berkowitz. ***Curriculum Initiative: An Agenda and Strategy for Library Media Programs.*** Norwood, NJ: Ablex, 1988.

The text examines the changing relationship between the library media center program and the school's overall educational program; a systematic planning process called the Six–Stage Strategy; curriculum information collection; a library and information skills curriculum called the Big Six Skills; and planning for instruction with secondary and elementary integrated teaching units and lessons.

Eisenberg, Michael B., and Robert E. Berkowitz. ***Resource Companion To Curriculum Initiative: An Agenda and Strategy for Library Media Programs.*** Norwood, NJ: Ablex, 1988.

This workbook contains worksheets, graphics masters, and tools aimed at carrying out the activities and tasks associated with the Six–Stage Strategy and The Big Six Skills.

Haycock, Ken, ed. ***The School Library Program in the Curriculum.*** Littleton, CO: Libraries Unlimited, 1990.

These selected articles, originally published in *Emergency Librarian*, have been chosen by the editor for their insight and analysis of issues in integrating the school library program into the curriculum of the individual school. They cover research, the role of the teacher–librarian, program development, teaching information skills across the curriculum and continuing issues in the school library program.

Krimmelbein, Cindy J. ***The Choice to Change: Establishing an Integrated School Library Media Program.*** Littleton, CO: Libraries Unlimited, 1989.

The author considers the library media specialist the catalyst for change in an integrated library media program and describes the building blocks necessary for constructive change within an organization: effective listening and communication, climate building, decision making, and management style.

Loertscher, David. ***Taxonomies of the School Library Media Program.*** Littleton, CO: Libraries Unlimited, 1989.

A taxonomy for each of four viewpoints (the library media specialist, the principal, the teacher, and the student) covers four basic elements of service, including warehousing, direct services to students and teachers, resource–based teaching, and vertical program features. The author provides a step–by–step guide to the achievement of excellence by setting standards and expectations, including instruments for evaluation.

Ontario Department of Education. ***Partners in Action: The Library Resource Centre in the School Curriculum.*** Toronto: Ontario Department of Education, 1981. o.p.

This report focuses on resource–based learning programs and describes ways in which such programs can (1) provide for students' individual differences in learning rate and style;

(2) maximize opportunities for exceptional students; and
(3) familiarize students with the use of a wide range of learning materials, including modern technology.

Scheibe, Margaret. "The Changing Role of the Media Generalist in the State of Minnesota: Policy and Practice." Unpublished Ph.D. dissertation, Walden University, May, 1989.

Margaret Scheibe surveyed practicing library and media professionals concerning their ability to perform the competencies listed in the new Minnesota media generalist license. She found patterns of discomfort especially in the areas of instructional design and consultation, production and inservice delivery.

Turner, Philip. ***A Casebook for 'Helping Teachers Teach.'*** Littleton, CO: Libraries Unlimited, 1988.

Each case illustrates a specific topical unit of instruction in which the school library media specialist is working with teachers at various levels of instructional involvement, helping teachers create, implement, and evaluate classroom instruction. The 13 case studies represent media centers at all grade levels and of varying size, and encompass the major curricular subject areas.

Turner, Philip. ***Helping Teachers Teach: A School Library Media Specialist's Role.*** Littleton, CO: Libraries Unlimited, 1985.

Turner's handbook focuses on the increasingly important role school library media specialists can play in helping teachers design, implement, and evaluate classroom instruction. Practical suggestions are provided throughout to enable library media specialists to become actively involved instructional design consultants.

Urbanik, Mary Kay. ***Curriculum Planning and Teaching: Using the Library Media Center.*** Metuchen, NJ: Scarecrow, 1989.

The author leads the reader through the maze of educationese, research, and theory to a painless appreciation and understanding of curriculum development. In addition, she shows how the library media program and the library media specialist can be an integral part of the major curriculum–design processes that are currently used in schools.

Journal Articles

Eisenberg, Michael, and Carol I. Notowitz. "Managing the Library and Information Skills Program: Developing Support Systems for Planning and Implementation." *School Library Media Activities Monthly* Vol. 2 No. 7. (March, 1986): 27–33.

Outlines support systems for use in design, implementation, and management of course–integrated library instruction programs: planning group (system and building level); organizational information file; curriculum database; library media/information skills curriculum; time management study; feasibility analysis; the plan. Curriculum mapping worksheet and time management study chart are appended.

Griffen, Donna J., and Jodi Lamb. "Positive Relationships Produce Positive Results," *School Library Journal* Vol. 34 No. 3. (November, 1987): 27–29.

Suggests strategies for improving communications between school media specialist and teachers as a means of establishing a better working relationship and improving library collections and services. An outline of a proposed four–day media specialist/ teacher workshop is provided as well as six references and three sources of additional information.

Haycock, Ken. "Strengthening the Foundations for Teacher-Librarianship," *School Library Media Quarterly* Vol. 13 No. 2. (Spring, 1985): 102–109.

This essay on the means by which the profession of teacher-librarianship might be strengthened, and even enhanced, highlights the mission statement and resource center programs, role of the teacher–librarian, cooperative program planning and teaching, research and study skill development, education for school librarianship, and program advocacy.

Howlett, Barbara. "Communications Skills and Strategies for Teacher Librarians." *Emergency Librarian* Vol. 11 No 1. (Sept.–Oct., 1983): 14–19.

Cooperative planning and teaching techniques between classroom teacher and teacher–librarian constitute an effective method for teacher–librarians to be more directly involved in the instructional process. Teacher–librarians must use interpersonal skills to overcome negative perceptions about their role before they can sell their services. Specific suggestions and 17 references are included.

Johnson, Kerry A. "Instructional Development in Schools: A Proposed Model. *School Media Quarterly* Vol. 9 No. 4. (Summer, 1981): 256–60, 269–71.

Examines the School Instructional Development Model which focuses on the library media specialist's role in instructional design and curriculum improvement.

Lamb, Annette. "Getting into the Classroom: Integrating Library Media Activities into the Curriculum." *School Library Media Activities Monthly* Vol. 5 No. 2. (October, 1988): 28–30.

Lively suggestions for getting cooperative activities going with teachers.

Lundin, Roy. "The Teacher–Librarian and Information Skills—An Across the Curriculum Approach." *Emergency Librarian* Vol. 11 No. 1. (September–October, 1983): 8–12.

Provides rationale for integration of information skills into existing or cooperatively planned curriculum activities in such areas as science, social studies, language, and mathematics. The roles of principals, teachers, and teacher–librarians in integrated programs are outlined, and common approaches to teaching of skills are noted.

McLaughlin, Pamela. "Media Specialist and the Curriculum: A Selected ERIC Bibliography." *Education Libraries* Vol. 10 No. 2–3. (1985): 67–68.

This 11–item annotated bibliography deals with two issues that are inextricably bound; the idea that school librarians/media specialists are curriculum consultants and that the school library/media center is the support center for the curriculum. Peripheral issues include the professional preparation of school librarians and library skills that support the curriculum.

Naumer, Janet Noll, and Glenda Thurman. "ID in the School Media Center: Possible or Probable? A Position Paper." Paper presented at the annual convention of the Association for Educational Communications and Technology, Philadelphia, April 1981.

Widespread instructional development (ID) activity in school media centers will remain more an ideal than a reality until school media specialists are knowledgeable in instructional development processes, are convinced that instructional development leads to optimum integration of media resources and instruction, and make instructional development activities a priority. Reasons for

minimal instructional development activity by the school media specialist include (1) few articles in professional literature directed to school media specialists; (2) ambiguity in instructional development definitions; (3) little indication of the parameters of the instructional development role for the school media specialist; and (4) lack of acceptance of the instructional development role. Findings of three studies indicated the impact on instructional development activity of other variables such as media resources available and teacher/administrator perceptions. A chart of helping or hindering forces derived from these studies and an 18–item reference list are included in this paper.

Pitts, Judy M. "A Creative Study of Research Concerning Role Expectations of School Library Media Specialists," *School Library Media Quarterly* Vol. 10 No. 2. (Winter, 1982): 164–69.

Employs the narrative of a school library media specialist's experiences in developing an active instructional role for the school library as a vehicle to summarize research findings on the attitudes of administrators, teachers, and media specialists toward the role of media specialists in instructional development.

Richardson, Eloise, et. al. "Curriculum Involvement." *Book Report* Vol. 4 No. 2. (September–October, 1985): 13–31

Nine articles address the topic of involvement of the secondary school librarian/media specialist in curriculum development. The discussion covers partnership between librarians and teacher. Article topics include 68 ways to catch a teacher, the library and science curriculum, infinite bibliographies, research for lifelong learning, research supply and demand, fiction about adolescent learning, and ghosting Shakespeare.

Rosenberg, Marc J. "What is the School Media Specialist's Role?" *Audiovisual Instruction* Vol. 23 No. 2. (February, 1978): 12–13

This article differentiates between curriculum development and instructional development and discusses the media specialist's role in these activities.

Stripling, Barbara. "What Price ID? A Practical Approach to a Personal Dilemma." *School Library Media Quarterly* Vol. 12 No. 4. (Summer, 1984): 290–96.

How and why should busy school library media specialists implement a process devised and thrust upon them by ivory tower academicians? Examining the appeals and dangers, Stripling describes the evidence that convinced her of the worth of instructional development–increased media center use, more visibility, and once again experiencing the creativity, innovation, and fun of being involved in what she calls teacher–type activities.

Turner, Philip M., and Janet N. Naumer. "Mapping the Way Toward Instructional Design Consultation by the School Library Media Specialist." *School Library Media Quarterly* Vol. 12 No. 1. (Fall, 1983): 29–37.

This guide to instructional design consultation by school library media specialists proposes four levels of activity–action education, reaction, passive participation, no involvement–to be used in assessing the degree of involvement in the instructional design consultation process. An eight–step model of instructional design and assessment chart are provided.

Appendix

The following position paper highlights the role of the teacher-librarian, cooperative program planning and teaching, collection development, research and study skill development, education for school librarianship, and other aspects of the library media program.

The Role of the School Librarian As a Professional Teacher: A Position Paper

by Ken Haycock

Introduction

In the last fifteen years changes in education have been rapid and decisive. The traditional lock–step methods of teaching in small, enclosed classrooms using limited instructional resources–mainly textbooks–have developed into more innovative approaches based on research related to children, teaching and learning. Due to changing environments and the information explosion, instruction now centres more on the process of learning itself than on subject content. It is becoming far more important that the student understands factors which contribute to a given situation than to memorize data describing it. The method of the subject specialist is of concern but specific knowledge of the field is less necessary. Discovery and inquiry methods of teaching are becoming increasingly common and contribute to the development of independent, disciplined learners who can recognize problems, formulate hypotheses, ask important questions, locate, analyze and evaluate information and reach valid conclusions.

Students are treated on a more individual basis as it is finally accepted that everyone does not learn in the same way or at the same rate. Each child is not necessarily following an individual program but efforts are made to correlate expected performance with individual ability levels to ensure realistic goals. Grouping of students is used to an increasing extent to match what is to be taught to those who need to learn it, whether it is a large group lecture to introduce facts or a small group work session to reinforce skills. These trends have also led to more independent study programs at all levels of education. The three R's (reading, writing, arithmetic) are still among the basic skills of schooling but the three I's (inquiry, individualization, independent study) represent an improved approach to teaching and learning.

School resource centres have been a vital part of these changes in education. Indeed, many innovations would not be possible without the services of a resource centre. As a reflection of these changes, emphasis has shifted from the traditional library base of selecting, organizing and circulating books to the more pronounced educational and teaching services of planning for the effective use of book and nonbook media through program planning and cooperative teaching. If the resource centre has any validity whatever in the school it must be on this firm theoretical and educational foundation. Libraries per se are not seen as particularly significant in a formal education context; the planned use of learning resources is, however. The development of the school library to a resource centre then represents more of a change in function than a change in name. The implications of educational research and the implementation of new programs have led to a need for a vital integral resource centre. With a strong movement towards more effective team work, professionals in schools need a common base of concern and understanding to exploit the full potential of instructional methods.

Teacher–Librarians

Traditionally, the person in charge of the school library has been called the school librarian; today, however, since all roles in education are being redefined in light of new trends and priorities and, since the term "librarian" should include professional library qualifications, school professional librarian in education, training or outlook; indeed, perhaps it was a mistake to ever use the terms school library and school librarian. The school librarian is, or should be, an outstanding or master teacher with specialized advanced education in the selection, organization, management and use of learning resources, and the school library, a resource centre inseparable from the instructional program. For the sake of clarity and simplicity the terms "teacher-librarian" and "resource centre" are used here. Teacher–librarian clearly denotes a teaching role with a library-related specialization. A teacher–librarian is not an unqualified or "under-qualified" librarian but a professional learning resources teacher who may also be a professional librarian. The term refers to a single unified teaching/librarianship role and not to the amount of time spent in the classroom or the resource centre.

Teacher/librarians are increasingly involved in curriculum development and in cooperative teaching situations where each teacher–classroom and resource centre–prepares for instructional responsibilities based on areas of expertise. Teachers accept teacher-librarians as equal partners in the school when they witness competence in the planning and implementation of curricula. With increased attention to the needs of individual students communication must be particularly effective between the classroom teacher and the teacher–librarian; the same professional language and education as well as the same core of experience–classroom teaching–go a long way toward reaching this goal.

Program planning

In the development of any specific unit of study in a school certain factors predominate. Societal needs and influences determine the direction mandated by a provincial government, the curriculum followed by a local board of education and the program implemented by a school within its community. The curriculum designer brings to the task a theoretical knowledge of teaching and learning supplemented by subject content, tested with practical classroom experience. The foundations of society and of education in conjunction with the implications of individual differences, group relations, growth, motivation, teaching methods, learning processes and evaluation are examined and considered. Although it is far too narrow to categorize youngsters by specific characteristics at definite ages it is recognized that mental and physical development generally proceeds on a continuum. The characteristics of varying levels of this development can be identified and do have significant implications for appropriate teaching methods and the resulting use of the resource centre.

In order for learning resources to have validity in the instructional program, their use must be carefully planned through integration with this curriculum. As a specialist in the selection, organization, management and, most important, the utilization of all manner of book and non-book media, the teacher–librarian is most concerned with the quality of use of the reference and research tools and learning materials. The subject specialist has an intimate knowledge of an academic discipline or content whereas the teacher-librarian's "subject" is learning itself. There is no teaching content to a library or resource centre, only the process of unlocking knowledge and critical thinking, the process of learning. As a learning resources teacher, the teacher-librarian is concerned with those skills which are necessary to the development of motivated independent learners who can locate, analyze and evaluate information in all media formats.

The following psychological principles (19:311–312) have been identified by the National (U.S.) Council for the Social Studies as essential for undergirding a developmental skills program:

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.

2. The learner must understand the meaning and purpose of the skill, and have motivation for developing it.

3. The learner must be carefully supervised in his first attempts to apply the skill, so that he will form correct habits from the beginning.

4. The learner needs repeated opportunities to practice the skill, with immediate evaluation so that he knows where he has succeeded or failed in his performance.

5. The learner needs individual help, through diagnostic measures and follow–up exercises, since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.

6. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as the learner moves through school, with each level of instruction building on and reinforcing what has been taught previously.

7. Students should be helped, at each stage, to generalize the skills, by applying them in many and varied situations; in this way, maximum transfer of learning can be achieved.

8. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner; many skills should be developed concurrently.

In planning for the implementation of a program based on these principles the teacher–librarian joins with the classroom teacher to form a horizontal team of two equals working toward established objectives. This dyad cooperatively plans what is to be done and the most effective way to accomplish the task. The classroom teacher and the teacher–librarian each bring different backgrounds and strengths in teaching but they do understand the potential of various approaches to learning and recognize common goals. Through planning with other teachers the teacher–librarian is also a source of ideas for program development.

If the use of learning resources is intended, the teacher–librarian is involved in planning before a unit of study begins. In this way the teacher can at least ensure that appropriate materials are available. Since the teacher–librarian will be working with a class, group or individuals, it is important to know what the preliminary objectives of the teacher are. The teacher decides on a unit of work and outlines its scope. General teaching strategies which may be conducive to resource centre use are considered. The teacher meets with the teacher–librarian to select and plan the use of materials and of content on the basis of the availability of materials and necessary personnel.

The dyad or teaching team redefines objectives and determines the skills to be stressed in relationship to local curricula, student needs and available learning resources. These may be subject skills, study and critical thinking skills, reference and research skills or listening and viewing skills. The teacher and teacher–librarian then set up a series of learning experiences involving individual students, small and large groups or whole classes. Selected materials may be kept in the resource centre or moved elsewhere, whichever is most appropriate. At this point the unit is introduced by a team member. The students work on the unit in the resource centre and the classroom with the classroom teacher and teacher-librarian stressing skills related especially to the program unit. The teacher–librarian may teach a short integrated skill lesson, develop a series of related lessons, offer an enrichment lesson or give a book talk on the theme. When planning with one teacher, a group or committee of teachers, or a teaching team, the teacher-librarian *cooperatively*:

- determines the contribution that the resource centre is to make to the overall teaching plan
- determines specific teaching objectives to be accomplished through the use of learning resources and guidance
- identifies basic concepts and skills to be introduced, reinforced, or extended
- structures learning guides; reading, viewing, listening checklists; summary forms; reaction charts; critical evaluation cards
- determines appropriateness of proposed assignments and the availability of suitable materials
- sets target dates for each phase of the resource centre role in the program
- designs specific teaching strategies requiring resource centre support
- designs specific learning experiences and activities requiring learning resources
- designs specific unit and support activities
- designs strategies for meeting student needs, interests, goals, abilities, progress rate, concerns, and potential
- identifies specific media uniquely appropriate for each of the teaching and learning designs
- programs for the most logical use of media in progressive, sequential order
- designs appropriate culminating teaching and learning activities
- designs appropriate evaluating activities to determine the effectiveness of the resource centre role

Cooperative teaching

In this cooperative teaching situation the teacher–librarian may work with a group of students over an extended period of time while the classroom teacher works with another group in the classroom. The contribution of the teacher–librarian extends to the specific needs of the student. This means that the teacher–librarian may be offering remedial teaching, leading novel study, managing behaviour or teaching in other ways suitable to the particular level, subject, unit and objectives related to resource centre use as determined cooperatively by the team. Throughout the project, the teacher and teacher–librarian evaluate the growth made by students in planned skills, the effectiveness of the materials as well as the effectiveness of the unit itself.

With the movement from an insular school library to an integrated resource centre the skills of using libraries effectively have been better integrated with the curriculum. Scheduled library science classes are inappropriate and no longer offered where effective programs predominate. These classes were not based on the principles of learning and psychology outlined. They were not seen as relevant by the learner, were not necessarily given when needed and were generally ineffective. Scheduled classes on a regular timetable persist only where the principal has little notion of the educational foundation of the resource centre, where the classes provide spare periods for teachers–an expensive and dubious practice–or where the teacher–librarian is not prepared to become actively involved in program development and curriculum implementation.

Collection of materials

Although a professional librarian, given a knowledge of curriculum content, can obviously select materials to support units of study from appropriate reviewing tools, the criteria for previewing and reviewing learning resources involve additional factors often not included in selection for a general or public library audience. The teacher–librarian needs to know not only the community and users, the nature of the existing collection, general and specific criteria for different types of subject material and sources of bibliographic and review information but also needs to have a professional knowledge of other teachers, of instructional strategies used for specific units of study, of the instructional design of products examined, of the intended audience in grade and ability levels, of curriculum relationships and of the principle and potential uses of the material. Learning resources must have a planned purpose or at least the possibility of such and this means a more complete integration with teaching/learning processes.

The balanced collection found in many public libraries is a mistake in the school resource centre. To select material on all topics, a financial impossibility at best, is to neglect the context of the service. If one country is studied using Socratic approaches and the textbook and another is studied using inquiry approaches and learning resources then little should be purchased on the former since the teaching method does not necessitate material and a great deal more purchased on the latter since the strategy here means that support will be necessary for a specific number, usually at least class size, of users. Similarly, when organizing resource centre information the nature of the users and elements of the school curricula are taken into account. The subjectivity of the selection and organization of materials can become more precisely defined in the school setting.

Interagency cooperation

With increasing demands on learning resources, coupled with decreasing tax dollars, there should be improved cooperation among schools and among schools and other libraries. Such cooperation is based on a clear understanding of the role of each agency and a commitment to sharing materials and services where mutually beneficial. Each agency serves a quite different purpose with specific criteria for attempts at combining services (16). Librarians must recognize the unique expertise of the teacher-librarian and be knowledgeable about the role of the resource

centre. The development of the resource centre as an integrated learning centre to provide the skills for self–realization means that public library use will increase tremendously; if the public library is relatively untapped by students as a community resource, this can be overcome through cooperation. The school must also be aware of the services of the public library and actively promote its use with both staff and students.

Design and production of materials

Should suitable material not be available in the resource centre, not available on loan from another school or agency, and not available from commercial sources the teacher–librarian has the ability as a media specialist to determine the instructional need and design a product based on theories of learning and educational technology. The appropriate medium is matched to the instructional purpose and message to be conveyed. The teacher–librarian then produces or supervises the local production of needed learning resources. Too often the production of materials is seen as a purely technical matter but in the resource centre the instructional design function is an important factor in the development of media. The unique characteristics of a filmstrip, for example, with its fixed sequence and visual qualities might be much more justifiable for the intended purpose and audience than a sound recording which can require a higher level of motivation and improved listening skills.

Promotion of reading

Reading continues to be of prime importance to the teacher-librarian and numerous methods of motivating voluntary reading are common in resource centres. In conjunction with fellow teachers, the teacher–librarian works toward broadening horizons, increasing language proficiency and resolving student problems through storytelling and book talks as well as improved reading guidance (which can approach bibliotherapy), creative dramatics, puppetry, and related programs.

Information services

Information services are offered to students and teachers with the reference interview becoming a professional teaching situation in many cases. Since the teacher–librarian is familiar with individual units through advance planning the student may receive precise information immediately or have skills introduced or reinforced depending on defined individual objectives. Teachers gain the ability to ask questions at a variety of levels, from the recall of information to the evaluation of abstract concepts, through professional education and classroom experience. These techniques are necessary in the resource centre to gauge the precise information needs of the student and the level of specific skill attainment at that time. Reference and research skills are taught as an integrated part of the instructional program in each subject on a continuing sequential basis. Where desirable and valid, however, some skills may also be reinforced and extended as a short unit themselves. For example, a cooperative unit may be planned for a senior commercial class where the student will need to know a variety of specific skills such as

how to use a dictionary as an aid in typing, how to locate quotations for speeches, the correct form of address to be used in given circumstances and how to file information for easy retrieval in order to function effectively and efficiently in a business office. Evaluation of learning always takes place in the context of classroom teaching and its extensions.

Media skills

The teacher–librarian is also actively engaged in teaching students the effective use of nonbook media and equipment; this includes the skills necessary to report research in many and varied ways other than the traditional essay format. The student of today must be knowledgeable about the electronic environment outside the school. We know that by the time a student completes secondary school more time has been spent watching television than has been spent in school–it would be gross negligence to overlook the skills necessary to evaluate this and other nonbook sources of information or to relegate these learning skills to a single separate course in screen education. Graphic analysis and visual and aural literacy are necessary components of a student's education; as a media specialist, the teacher–librarian works with other teachers to integrate these learning skills with appropriate areas of the curriculum.

Professional development services

Two of the most important areas of competence in school librarianship are professional development services to teacher and strategies for change, both of which necessitate teacher education for maximum effect. Educational information services for staff members are necessary and useful if the teacher–librarian considers the specific interest, time and energy of the user. An even more fundamental professional development service is in–service education. As a curriculum developer and educational leader the teacher–librarian has a professional obligation and responsibility to lead seminars and workshops on the effective use of the resource centre. Topics range from the operation of audio–visual equipment to the implementation of effective teaching strategies. In-service education is carefully planned and pursued. It demands a critical analysis of need based on relevant educational principles, a real reason for teachers to attend, effective teaching by the teacher-librarian and involvement by participants. Evaluation of the session itself and how well it met the need originally identified provides guidance for future workshops. Only through increased knowledge of resource centre services as necessary components of teaching methodology will the potential of teacher–librarians and resource centres be realized.

A parallel consideration is the area of strategies for change in which in–service education programs are one part. Through perspective as a teacher plus an intimate knowledge and understanding of the institutional framework within which the resource centre operates, the teacher-librarian can identify areas of potential support and hindrance more easily. By exploiting political realities and building on aspirations of administrators and the goals of teachers the teacher-librarian can not only integrate services better but also develop a well–supported program.

The debate over faculty status for community college and university librarians has raged for years but is not a concern in schools. The teacher–librarian has full faculty status and is recognized as an equal partner in education in terms of salary, working conditions and vacation leave. This status was gained by the most obvious means possible–the same basic qualification to be in the school in the first place followed by a similar role through specialization within the field. Indeed, most school districts have defined the role and expectations of the teacher-librarian as a master teacher and have granted additional responsibility allowances for department headships and education leadership.

Collegiality is a characteristic of the teaching profession that cannot be ignored; just as the professional with a Master of Arts or Master of Science degree has a teaching certificate so too does the professional with a Master of Library Science degree. Professional roles in a school, other than peripheral or support positions, begin with teacher education and classroom experience followed by additional qualification for specialization. Whether one agrees or not, it is a fact of life in a school that teachers do not extend their privileges, rights and status to non-certified personnel, regardless of position or qualification. Familiarity with curriculum design and particularly successful experience in the classroom provide a respectability that cannot be achieved by academic qualifications alone.

Standards

Comparison of libraries is often done by examining quantitative data but in a school the number of personnel, book and nonbook materials, equipment and square feet per student are relatively meaningless for determining the level of development and value of resource centre services. Numbers are significant only when establishing new resource centres to equalize tangible products and potential. Much more useful but more difficult to measure are qualitative considerations. The resource centre can be distinguished from a library by its specialized curriculum implementation (program development and cooperative teaching) services; the teacher–librarian and resource centre represent a variety of teaching strategies found to be educationally effective. The school which practices inquiry–centred approaches to learning requires much more personnel, resources and space for the same number of students than a school which stresses textbook–oriented Socratic methods. The resource centre must be essential to the instructional process if it is to have significance or even to survive. With budgetary restraints the resource centre is using money that could mean smaller classes, more counselors or more remedial assistance. Unlike an integrated resource centre, a children's or young adult library added to the school could not and would not outlast financial cutbacks and the setting of priorities. Perhaps a more reasonable method of informal evaluation would be to close the resource centre for a month to see if teaching and learning continue as before. If a teacher can teach and if the student can learn without the resource centre and the teacher-librarian, the service as it exists in that situation is merely a beauty spot on the body politic, an expensive and doomed educational frill. The following problems have traditionally prevented the full implementation of a planned program for facilitating independent learning using the resource centre:

1. lack of a school district K through 12 developmental study skills program that mandates the integration of independent learning skills with all aspects of the program

2. limitation of instruction in the use of the resource centre to a brief orientation session

3. failure to include in provincially or locally developed courses of study, specific learning experiences requiring resource centre support and specific reference to the necessity of integrating instruction in the use of the resource centre within the framework of the teaching-learning program

4. isolation of the teacher–librarian from curriculum study and revision activities

5. failure of teacher education situations to include in basic programs an adequate understanding of the function of the resource centre as a learning laboratory and the role of the teacher–librarian as a fellow teacher

6. failure of the teacher to expand class knowledge beyond textbook content and classroom confines

7. reluctance of the teacher to preplan with the teacher–librarian for the effective use of the resource centre media, facilities, and services before a unit is introduced to the class (or, unfortunately, the reluctance of the teacher–librarian)

8. lack of sufficient staff—both professional and paraprofessional—to support adequately a comprehensive, diversified instructional program in the use of the resource centre—methods which effectively utilize resource centre personnel and services

The resource centre will never be really necessary until the students are unable to do satisfactory work without access to the professional teaching and library media services which it provides.

Education for teacher-librarians

Although it is possible to define the role of the teacher–librarian as a teacher and as a librarian it is most unwise to do so. Indeed, this is a common mistake made by educators of teacher-librarians. There are essential competencies necessary from teacher education, classroom experience, library and media education but it is the fusion of these that leads to excellence, not dual qualifications in themselves. Until programs which educate teacher–librarians, whether faculties of education or library science, recognize, require and develop these areas of competence, there will continue to be a chronic shortage of teacher–librarians who understand this specialized teaching role and have the necessary skills to implement it. The time is long overdue for instructors in school librarianship to examine the basic research (1, 2, 3) and get on with the job of developing the necessary course components. A specialized Master of Education degree in school librarianship would provide sufficient scope at the appropriate level to build on a

teacher's background and experience. It would also provide a suitable framework for the components which are too often missing: instructional design, program planning, cooperative teaching, human relations, selection of learning resources in all formats, the institutional setting, design and production of media, developmental reading. For too long we have paid lip service to a specialized teaching role and translated it into courses in administration, cataloguing and literature.

Conclusion

The school must examine its own program in order to determine the type of service that it requires from the resource centre. If the only concern is the circulation of materials, the parent volunteers or a clerical assistant may be sufficient. If selection and organization warrant increased attention as well as children's and young adult services and programs then a library technician or librarian should be employed depending on the scope and quality of service preferred. If the utilization of learning resources through valid, planned experiences leading to independent learning is of prime importance then a master teacher with advanced education and training in school librarianship is required.

Teacher–librarians have progressed from the days when it was all too common for refugees from the classroom to be placed in charge of school libraries to a time when outstanding specialist teachers head vital resource centres. School libraries have moved from their position outside the mainstream of education to resource centres at the physical and philosophical heart of the school. This development is a direct result of changes in education and more specifically, changes in teaching strategies. Instruction in learning skills is integrated with all aspects of the curriculum and taught together by the classroom teacher and the teacher-librarian. The direction of teaching and learning focuses increasingly on learning how to learn so that students will have the necessary motivation and the skills to examine their own environment, evaluate it and perhaps even reform it.

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